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ABSTRACT

Consisting of four articles taken from the "Minneapolis Star Tribune" with 10 questions for each article, this Practice Test gives an answer sheet and an answer key (including specification to the type of question either Literal Comprehension or Inferential Comprehension). These practice tests are not intended to be psychometrically reliable test forms and are intended to familiarize teachers and students with the questioning format. (SC)

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ED 460 356

READING

MINNESOTA
1997 BASIC STANDARDS PRACTICE TEST

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Minneapolis Star Tribune

"*Extending* the learning curve"
"Food and Memories of Family Are Intertwined" (edited)
"Getting an education, with comforts of home"

Dr. Mark DePaolis, "Light Twinkies: You can have your cake and eat it, too," published in the *Minneapolis Star Tribune*, June 17, 1994.

GENERAL DIRECTIONS

1. Follow along as the directions are read to you.

2. The questions in this booklet are followed by several suggested answers. For each question, you should choose the <u>one</u> answer which you think is the best and then write the answer **ON THE NUMBERED LINE ON YOUR ANSWER SHEET WHICH MATCHES THE QUESTION NUMBER.**

   Example:

   Which of these words means the same as <u>begin</u>?

   A. end
   B. start
   C. read
   D. work

   Since the word <u>start</u> means the same as the word <u>begin</u>, **B** is the answer. You will notice that a "**B**" has been written in the box labeled Example 1 on your answer sheet.

3. When you are marking your answers, fill in only ONE answer for each question. If you change an answer, be sure to erase the first answer completely.

4. You will be reading passages and answering questions about each.

5. **This is not a timed test. You will be given all the time you need.**

Getting an education, with comforts of home

By Kevin Duchschere
Staff Writer
Minneapolis Star Tribune

A very special graduation was held this summer in a leafy Bloomington backyard.

There was only one graduate, in a cap and gown and sash that read "valedictorian."

The graduate was Steven Tousignant, 18, and he's never spent a day in a classroom.

For 12 years, he has taken lessons from his mother, Annie, at the kitchen table and in the airy knotty-pine sun room of the family home in Bloomington.

Next month, Tousignant will enter Normandale Community College in Bloomington, where he plans to go for a couple of years before moving to a four-year university to study engineering. His entrance exam scores were so high that Normandale is letting him skip five math courses, a break given to few new students.

Tousignant's four older brothers and sisters attended Bloomington public schools, where they were honor students. But Annie and her husband, Richard, a mechanic and instructor for Northwest Airlines, chose home schooling for Steve, partly because he has mild cerebral palsy that affects his motor skills and speech. They worried that at a regular school he wouldn't get the attention he needed to achieve his full potential.

Tousignant is a published poet and a math tutor. He plays the piano and guitar and paints so skillfully that his graceful watercolor of a tornado, done when he was 12, won the grand prize at an art show. He knows how to garden, breed cockapoos and manipulate computer graphics. He reads broadly, from Shakespeare to Crichton, and he includes figures as diverse as Kepler and the Rev. Martin Luther King Jr. in his private pantheon of heroes. He is disarmingly funny.

"He's just a real bright guy, and along with that he has a real wisdom that you don't see a lot in people his age," Annie said.

When he was born, Tousignant was deprived of oxygen for 20 minutes when his placenta was pulled away. He was in a coma for 10 days. It injured his brain but didn't affect his intelligence, which he displayed even as a toddler, Annie said.

Before the time came for Tousignant to enter school, Annie learned about home schooling from the "Donahue" show. She is a homemaker and has a high school education, but after consulting two Twin Cities women who had taught their own children, she developed an instruction schedule for her son.

Nearly 7,700 children were taught at home in Minnesota during the

1993–94 school year, said Carol Hokenson, data management supervisor in the state Department of Education. A 1987 state law set standards for home schools, such as a 170-day calendar, annual standardized tests and a basic curriculum including English, math, science, history, government and physical education. Home teachers also must meet certain requirements.

"I wasn't a beastly taskmaster, but I knew this kid was bright and I knew what I needed to impart to him," Annie said. "We were very disciplined and dedicated, but not so rigid that if there was some special thing that we wanted to see at the zoo, or somebody coming into town, that we would take that day off and go."

And his parents took great pains not to ignore his social life. He cultivated friendships with other kids through the 4-H Club and the youth group at St. Edward's Church in Bloomington. He lifts weights, swims and plays tennis and softball in an adaptive city sports program.

"I probably would've met more people at school, but whether I would have developed more friends in that setting is another question," Tousignant said.

Each year, Tousignant took the Iowa and California standardized achievement tests, if only so Annie would have something to show the school district in case they asked. The results always showed him several grades ahead of his age group, she said.

But she is quick to say that not everyone can—or should—do what she has done. "I found the answer for myself," she said.

Tousignant said that the best thing about his education was that his parents enveloped him in a wide world of ideas.

Vigorous debate apparently is routine at the Tousignant house. When the family gathers for, say, a holiday picnic, you shouldn't "expect a relaxing meal," Steve said.

Even though he's been his own class for a dozen years, he said that he isn't apprehensive about the college environment.

"It's going to be very similar to home school, in that I can set my own schedule," he said.

For years, people have asked Tousignant if he thought he might ever go to a "real" school. He smirks at the notion that what he did wasn't real.

"There's a myth in our country that you learn only in school, and after school you don't learn. It's an erroneous myth."

1. **Why did Steven Tousignant's parents decide to teach him at home?**

   A. They were not satisfied with local public schools.

   B. They felt that because of a mild disability he needed one-on-one teaching.

   C. They decided that it would be an interesting family project to teach a child at home.

   D. They feared that others would interfere with his education.

2. **What does Steven see as the biggest benefit of being home taught?**

   E. He didn't have to spend as much time at his studies.

   F. He was able to make more friends.

   G. His mother was always taking him to interesting places.

   H. He was surrounded by many new and exciting ideas.

3. **For which of the following aspects of home schooling does Minnesota have standards?**

   A. number of hours spent in class each day

   B. kind of textbooks used

   C. number of days spent in school each year

   D. number of children in a family who may be home taught

4. **How did Steve's parents make sure he had a social life?**

   E. They insisted that his older brothers and sisters involve him in their activities.

   F. They enrolled him in a few advanced classes in public school.

   G. They invited neighborhood children his age to parties and get-togethers after school.

   H. They had him play sports and join youth groups, where he would meet others his age.

5. **How does Steve feel about going to college after having been taught at home all his life?**

   A. He looks forward to it confidently.

   B. He thinks it will be too different from learning at home, and that he won't like it.

   C. He is concerned that other students will be better prepared than he is.

   D. He's looking forward to being taught by professional educators in a school setting, instead of at home.

6. **What evidence is provided to show that Steve's home schooling has been successful?**

   E. Steve was valedictorian of his class.
   F. Steve's parents are proud of him.
   G. Steve has always done well on standardized tests.
   H. Steve plays the piano and guitar.

7. **How does the author of the article seem to feel about home schooling?**

   A. It is risky, and often fails to provide a good education.
   B. It can work if the student and parents are dedicated.
   C. For most parents, it is not a good idea.
   D. It is the best way to educate a child.

8. **Which of the following is an <u>opinion</u>, not a fact, about Steven?**

   E. He has a real wisdom that you don't see in a lot of people.
   F. He is a poet, musician, and reader.
   G. He plans eventually to go to a four-year university.
   H. He participates in the family debates.

9. **Who did most of the work of teaching Steven?**

   A. his father
   B. his mother
   C. his older sisters and brothers
   D. visiting teachers

10. **In the article Steven Tousignant is described as**

    E. rigid and serious.
    F. light-hearted and carefree.
    G. worried and a loner.
    H. bright and disarmingly funny.

Light Twinkies: You can have your cake and eat it, too

By Mark DePaolis
Staff Writer
Minneapolis Star Tribune

It's hard to know how to react when your world goes topsy-turvy, things stop making sense, and everything you once believed turns out to be a lie. This happened to me when I found out about Hostess Lights Low Fat Twinkies.

For me, this was like dropping a pencil and watching it fall up. There have been a lot of formerly fatty foods showing up in healthier, low-fat versions recently. Evidently, someone has found a way to remove fat and replace it with purely theoretical particles, providing the minimum daily requirement for neutrinos.

Being a doctor, I try to eat foods from healthy groups, like the "boneless, skinless" group and the "shreds of roughened wood" group. I have always considered Twinkies to be a leading example of food that is bad for you, namely the "high-calorie, heavy-cream-filled sponge cake" group.

This was before I learned about Low Fat Twinkies. "Low fat" in this case was a relative term. The new Twinkies, according to the Twinkie Hotline (the 800 number found on the wrapper), have 3 grams of fat in a package of two. (Nutritional scientists will tell you there is no such thing as a single Twinkie. Anyone who would eat one Twinkie is not going to carefully wrap up the other one for eating at a later date.) Fat-wise, this puts them in the same ballpark as three slices of bread or kernels of movie popcorn. While not technically a health food due to the cellophane packaging, they aren't bad.

As an observer of health trends, I felt it was my duty to conduct some research into the new Twinkies, especially if it meant I got to eat some. I used to eat Twinkies a lot, but I swore off them after being brainwashed into good nutrition during medical school. I have been jealously eyeing them in supermarkets and convenience stores ever since.

Now I had an excuse. Would these healthier Twinkies taste like the ones I remembered? Or would they taste like, well, like Twinkies with the Twink taken out?

Eager to find out, I put on my long white coat and went to the grocery store. I found the Twinkies on the Hostess rack, next to all the other snacks I remembered from my youth (cupcakes with squiggles on top, fruit pies shaped like burritos, and Sno-balls, small mounds of rubberized coconut that now came in designer pastel colors.) Tears streaming down my face, I bought one twin-pack of Low Fat Twinkies and brought them home to my kitchen laboratory.

I knew I had to be careful, particularly because of my recent problems with breakfast cereal. After years of eating cereal containing actual chunks of tree bark, I decided to bring home some Cap'n Crunch for my son. As many people know, Cap'n Crunch is a cereal consisting of tiny squares of sharpened fiberglass that are somehow impregnated with more sugar than if they were made entirely of sugar itself. Eating it is like eating tiny pieces of glazed sea coral. It was my favorite cereal as a kid, and it was wonderful.

My wife, however, thought it was a bad idea. I calmly pointed out that I ate Cap'n Crunch, and I still had a large number of my own teeth. I also reassured her that I was not an irresponsible parent, and that this was in fact 100 percent pure Cap'n Crunch, not the kind with the hideous "crunch berries" that stain the milk red.

Sadly, my son wasn't interested. He tried a few bites, played with the enclosed magic squirt pen, and then pushed it aside and asked for Cheerios.

There was nothing I could do but finish that box myself, along with the nine or ten boxes I have purchased since, just in case he changes his mind.

Obviously, sweetened snack foods from my past were nothing to play around with. I was cautious as I tore open the package and took out a Twinkie. It looked just as I remembered, with the same pleasing weight and heft. The golden color was the same, with one darker, flattened side that still had the holes from the pneumatic cream-filling injector. It even left a thin coating of Twinkie skin stuck to the waxy cardboard, just as I remembered.

With the video camera running to document my research, I took a bite.

Medical research doesn't always bring bad news. My results show that Low Fat Twinkies taste surprisingly like the Twinkies I remember, essentially like damp Styrofoam packing material with a central core of sweetened library paste. They are wonderful.

I think my son might even like them, although I plan to stick to health food myself. I bet this box of 36 will last us for months.

Mark DePaolis is a writer and physician with a practice in Brooklyn Center.

11. **What feeling does the author try to communicate about the topic?**

A. serious
B. light-hearted
C. critical
D. silly

12. **What question does this article try to answer?**

E. Are Light Twinkies healthier than regular Twinkies?
F. Why do people like sugary, fatty foods?
G. Do Light Twinkies taste as good as regular Twinkies?
H. Why did the Hostess company invent Light Twinkies?

13. **How does the author feel about eating healthy foods?**

A. He wouldn't eat anything else.
B. He doesn't like the way they taste.
C. He thinks they're only for sick people.
D. He feels he should eat them.

14. **What is the result of the author's research on Light Twinkies?**

E. Light Twinkies taste as good as regular Twinkies.
F. Light Twinkies don't taste as good as regular Twinkies.
G. Light Twinkies don't taste anything like regular Twinkies.
H. Light Twinkies taste like Twinkies with the Twink taken out.

15. **Why does the author call Light Twinkies "healthier"?**

A. They are lower in fat than regular Twinkies.
B. They contain no sugar.
C. They contain high amounts of fiber.
D. They belong to a different food group.

16. **Why was the author interested in finding out about the new Light Twinkies?**

E. He thought they might be better for his son.
F. He wanted a good reason to eat some Twinkies.
G. He's writing a research article on health trends.
H. He had been eating Twinkies all along, and wondered if he should switch to Light Twinkies.

17. **Which statement is a <u>fact</u>, not an opinion, from this article?**

A. Light Twinkies taste like damp Styrofoam with a core of sweetened library paste.
B. Eating Cap'n Crunch is like eating tiny pieces of glazed sea coral.
C. Some cereals taste like they contain actual chunks of tree bark.
D. Light Twinkies are sold in packages of two.

18. **How does the author feel about Cap'n Crunch?**

E. He thinks it looks hideous.
F. He loves to have it for breakfast.
G. He hates the taste.
H. He thinks it shouldn't be sold as a food.

19. **What difference did the author see between Light Twinkies and regular Twinkies?**

A. Light Twinkies look just the same as regular Twinkies; there are no differences.
B. Light Twinkies are darker in color than regular Twinkies.
C. Light Twinkies are fluffier-looking than regular Twinkies.
D. Light Twinkies are smaller than regular Twinkies.

20. **Which statement is true about the author?**

E. Twinkies are a regular part of his diet.
F. He is unsure whether he likes Light Twinkies.
G. He is a doctor and a writer.
H. He is sure that his son will learn to like Cap'n Crunch.

Extending the learning curve

By Duchesne Paul Drew
Star Tribune Staff Writer

While most schools in the state are still packed up in mothballs, the Minneapolis District's School of Extended Learning is in full swing.

By the time most Minnesota public school students start the year Sept. 3, 320 students at Sigurd Olson will have five weeks under their belts. In fact, they completed their 1995-96 session July 31 and returned the next day to kick off the new school year.

And that's not all. Instead of a traditional 6½ hours, Sigurd Olson students log more than 9 hours a day.

One of a handful of Minneapolis public schools located in nearby suburbs, Sigurd Olson in Golden Valley is the state's only extended-day, year-round school.

In the third year of the program, its full novelty is becoming clear.

In their first year, students and staff members adjusted to a longer day. The next year, officials instituted a 45–15 school calendar, in which students are in class for nine weeks then off for three weeks.

This year—the launch of an Aug. 1–June 6 schedule—"is our pulling-it-together year," Principal Carole Gupton said.

The trick: Using the time

Although the schedule complicates planning summer vacations, it also means that students don't have to spend the first few weeks of the new year reviewing things they have forgotten over the traditional 12-week summer recess.

Gupton's students spend as many days in school as their counterparts in other Minneapolis schools, but the longer day gives them another half-year of structured development time.

Gupton insists that it's not the extra time but how staff members and students use it that makes the school special.

"The hours allow us to put together what research has said will make a quality school and help learners," she said.

The day is divided into three parts designed to reinforce one another and to engage students on multiple levels.

After breakfast and morning assembly, the students spend three hours in teacher-directed instruction. Then they alternate between an hour of lunch-recess time and an hour in "collaboratives," in which they work with classroom teachers and specialists in small, student-directed groups. After another 40 minutes of traditional class time, the regular day ends.

The last three hours of the day are divided into two blocks of time called options, during which staff members and community members engage students in a variety of hands-on creative activities. From arts and crafts and music classes to dance and fishing lessons, the students explore extracurricular activities throughout and beyond the building. Some also use the time to reinforce their reading, writing and math skills.

The uniform schedule also allows teachers time to prepare lessons and exchange ideas, a rarity in most schools.

Breaking new ground

A few weeks into its third year, the School of Extended Learning finally is coming into its own, staff members say.

"Our first year here, you'd have a group of 20 different kids, and you'd ask them what schools they came from, and they'd name 16 different schools," said Don Metzler, the school's social worker. But now, he said, students and staff members have gelled.

The challenge was compounded by the fact

that the school is breaking new ground. Although there are hundreds of year-round schools across the nation, few if any use the longer school day the way Sigurd Olson does.

While having a reputation as an innovative, risk-taking school is great, Gupton said, it is more important to be a quality school.

She hopes what is developed at Sigurd Olson will become a catalyst for change in public education. "We've made a major change in the institution of education," she said. "And I think what we want to say is, 'You know, it's not that difficult.'"

Her objective, she said, isn't to encourage other schools to become like hers, but to change in ways that meet the needs of their communities.

The School of Extended Learning is meeting a need for many parents: Every year the number of families on the school's waiting list increases. More than 25 families are hoping to get their children in this year.

Sigurd Olson also is one of 12 schools around the state to receive special state funding to develop ways to improve family involvement. Ten teachers and parents are working as a team to create a model that can be used at other schools.

Beyond that, Gupton said, staff members are working to establish a curriculum that fulfills district and school standards and identifies what objectives should be taught at each grade level.

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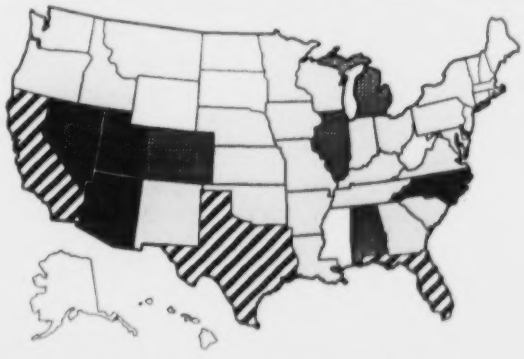
Year-round schools

Year-round education is gaining ground across the country, both as a way to hold down building costs and as a popular way to teach children. Thirty-nine states now have at least one public year-round school. Minnesota has six.

None 1-20 21-50 51-100 101 or more



States with the most year-round public schools	
California	1,284
Texas	352
Florida	168
North Carolina	93
Utah	85

Year-round public schools in Minnesota

Sigurd Olson School of Extended Learning (Minneapolis)
Bravo (Bloomington)
North Branch High School (North Branch)
City Academy (St. Paul, a charter school)
Rosemount Alternative Learning Center (Apple Valley)
Longfellow Elementary (Rochester)

Sources: National Association for Year-Round Education

Star Tribune graphic

21. **The students alternate between lunch-recess and "collaboratives." Collaboratives are**

A. large groups of teachers, parents, and principals.
B. pairs of students.
C. small groups of students, teachers, and specialists.
D. school meetings.

22. **According to the chart, "Year-round schools," the state that has the largest number of year-round public schools is**

E. California.
F. Texas.
G. Utah.
H. North Carolina.

23. **Which of the following statements is not true?**

A. Year-round schools are a way to hold down building costs.
B. The year-round schedule gives teachers time to exchange ideas.
C. By September 3, Sigurd Olson students will have completed five weeks of school.
D. Teachers find Sigurd Olson's traditional program boring.

24. **The main idea of this article is that**

E. the year-round school will change the way students learn and live.
F. students should work in collaboratives.
G. Sigurd Olson school has a nine-hour school day.
H. the year-round school divides its day into three parts.

25. **At the time this article was written, how many states had at least one public year-round school?**

A. 12
B. 20
C. 39
D. 50

26. **One problem the year-round school may present is**

E. finding time to reinforce reading and writing skills.
F. finding time for summer vacations.
G. deciding what to do with the last three hours of the school day.
H. allowing teachers time to prepare lesson plans.

27. **According to the article, 12 schools around the state, including Sigurd Olson, receive special state funding to**

A. develop ways to improve family involvement.

B. research the effects of the 9-hour day on students.

C. improve the quality of school lunches.

D. promote the benefits of creative activities.

28. **After reading the article, which statement about the future of year-round schools is probably true?**

E. There will be more year-round schools in the future.

F. There will be fewer year-round schools in the future.

G. There will be the same number of year-round schools in the future.

H. There will be no year-round schools next year.

29. **Which of the following statements is an <u>opinion</u>, not a fact, about year-round schools?**

A. There are hundreds of year-round schools across the nation.

B. Classes vary from dance to fishing lessons to arts and crafts.

C. Having a reputation as an innovative, risk-taking school is great.

D. Principal Gupton's students spend as many days in school as other Minneapolis students.

30. **What is one advantage of the 9-hour school day?**

E. Community members can offer the students many creative activities.

F. There will be more time for traditional classroom instruction.

G. The teachers will have less time to plan lessons for the next day.

H. The students will spend more time in recess than in teacher-directed lessons.

Food and Memories of Family are Intertwined

By Maria Elena Baca
Star Tribune
Staff Writer

My friend Tom left a message on my answering machine. "Mariiiiiia," he called. "Mariiiiiia, answer the phone. I know you're home." Pause. "Mariiiiiia, I'm putting sour cream on my burrito." Had I been home, that would have gotten my attention.

Mexican food—and, more specifically, the New Mexico Mexican-Pueblo Indian hybrid that I grew up with, first in Santa Fe and later in Minneapolis—is more than just lunch to me.

This is my heritage, and I take it personally. The attempts at traditional recipes I see actually make me ill.

Think for a minute about "Spicy Bean Soup" with pinto beans, tomato and *elbow macaroni* to be served with "Broccoli Quesadillas" topped with *mozzarella cheese.* Eeeeeuw.

These recipes—and others—were part of an ad campaign exploiting El Grito, the Mexican Independence day. How hard would it be to find something that Mexicans really eat?

You probably know that the stuff you get at Chi-Chi's and Taco Bell isn't authentic. This young Chicana never had a chimichanga or a cheese chilito until I came to Minnesota. Of course, those restaurants don't claim to be authentic: The food is edible, but it's not like Mom's.

But then, nothing is like Mom's.

The food that I grew up with, from northern New Mexico, isn't pure Mexican either, but there probably is no such thing.

Mexican cuisine varies by region, depending on the availability of ingredients. New Mexico food—like the culture—is a hodge-podge of influences brought from Spain and Mexico, fused with the local Pueblo Indian cuisine and perfected over some 400 years. But no Mexican cuisine is based on elbow macaroni and mozzarella. And despite the recent craze for blue corn, the only thing we use blue corn for is *atole*, or mush.

And, as always, the idea of soul food—food that is satisfying to the spirit as well as the stomach—is far more than the spoon's trip from your bowl to your mouth.

The smell of boiling beans conjures up images of Grandma Cosme's yellow kitchen with its rounded adobe walls, low voices speaking a flurry of Spanish and English, the slap of dough against Grandma's bare hand and the sound of her wedding ring clicking on the dowel rod she used for a rolling pin as she made flour tortillas in perfectly round O's.

Grandma could make tortillas without looking and without measuring. She had a saucer that she dipped into the flour bin, but she measured

everything else in the hollow of her plump brown hand, always ending up with eight tortillas, all the same size.

She cooked them one by one on the *tapa*, the round cast-iron stove lid used as a griddle. As fast as she tucked the finished tortillas under a clean white dish towel on the wooden kitchen table, my dad and his siblings ate them up.

The sharp aroma of roasting green chiles brings memories of swinging my feet from an orange plastic kitchen chair after breakfast in Grandpa Nestor's shady lattice-covered back-yard summer kitchen. While he roasted chiles, we listened to the staticky mumbling of any baseball game—especially the Yankees—in the background.

These are the smells and sounds that I grew up with, even after my parents moved us to Minneapolis when I was a child.

I didn't always appreciate them. After my first embarrassing experience of bringing a tortilla-baloney sandwich lunch to my south Minneapolis school, I began ditching the tortillas and making my own peanut butter-and-jelly sandwiches on Master Bread or Roman Meal—just like everyone else.

But home was different. We ate most of the same things as our neighbors, but once or twice a week had the reminders of "home," as my parents referred to Santa Fe for years after we moved: *Frijoles, enchiladas, sopa, chile verde* and *chile colorado, sopapillas, calabazitas, bizcochitos, papas fritas* with *chile*.

Christmas packages from Santa Fe were filled with *posole, chicos* and *ristras*, the strings of dried red chiles, whose seeds rattled to the floor as we pulled them from the newspaper-filled boxes. In the fall would come the express-mailed boxes of fresh green chiles, which we had a heck of a time finding up here.

Some prodigious kids like the hot stuff from the day they are born, but most of us need time to get used to it. It was a rite of passage for me when, the spring when I was 10, my parents got me to try *carne adovada*, pork marinated in a sauce of *chile* and garlic.

My mouth burned, my nose ran and my whole body broke into a sweat—but I cleaned my plate. Eventually, I came to revel in the lightheaded joy of spicy food.

But this wonderful stuff has gotten a bad rap lately, mostly because of the transformation it's undergone in mainstream kitchens.

The real thing is very simple: *No* sour cream, only infrequent deep-frying, very little cheese and lots of vegetables and carbohydrates.

31. **Why would the message left on her answering machine get the author's attention?**

A. She feels strongly about preparing Mexican foods properly.
B. She is pleased that her friend is eating Mexican food.
C. She expected to be invited to her friend's for dinner.
D. She is surprised that her friend learned to eat a burrito correctly.

32. **Why does the author emphasize the ingredients *elbow macaroni* and *mozzarella cheese* in describing a Mexican-style meal?**

E. These are authentic Mexican ingredients.
F. These are never used in authentic Mexican foods.
G. These are the ingredients she likes best.
H. These are the ingredients she likes least.

33. **How does the author remember Grandma Cosme in this article?**

A. as a guide and teacher
B. as the perfect baby-sitter
C. as an embarrassing connection to a different culture
D. as a skillful cook

34. **Why is there no such thing as "pure Mexican" cuisine?**

E. Mexican cuisine has many ingredients.
F. Most foods described as "Mexican" actually originated elsewhere.
G. Mexican cooking varies from place to place in Mexico.
H. Americans eat food from all over the world.

35. **For the author, the smells of authentic Mexican foods being cooked are a reminder of**

A. how difficult school was.
B. her childhood in Santa Fe and Minneapolis.
C. New Mexican restaurants.
D. Christmas packages from New Mexico.

36. **What is the author's main objection to the Mexican foods offered by restaurants in Minnesota?**

E. They are cooked using old-fashioned methods.
F. They are too spicy.
G. They are unhealthy foods for a regular diet.
H. They don't resemble authentic dishes.

37. **How did the author react to her first experience with extremely hot and spicy Mexican food?**

A. She immediately loved the spiciness of the dish.
B. She didn't like it and refused to eat it.
C. She tasted it and it made her sick.
D. She was stunned by its spiciness but learned to like it.

38. **Why does the author consider Mexican food "soul food"?**

E. She considers it a cuisine of the common people.
F. It is a cuisine that her whole family likes.
G. It fills her stomach and raises her spirits.
H. It contains very simple, cheap ingredients.

39. **The story the author tells about what happened when she took a tortilla baloney sandwich to school shows that**

A. even as a child, she preferred Mexican cuisine.
B. she wanted to fit in at her new school and be like her friends.
C. she wanted everyone to know that she was a Chicana.
D. she liked to experiment with foods at an early age.

40. **According to the author, which of the following is "authentic" to New Mexico food?**

E. deep-fried foods
F. lots of cheese
G. sour cream
H. green chiles

MINNESOTA 1997 BASIC STANDARDS PRACTICE TEST
ANSWER SHEET

READING SECTION

EXAMPLE 1: B

1. _____
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MINNESOTA
1997 BASIC STANDARDS PRACTICE TEST
READING ANSWER KEY

ITEM	KEY	STRAND
1	B	L
2	H	L
3	C	L
4	H	L
5	A	I
6	G	L
7	B	I
8	E	I
9	B	L
10	H	L
11	B	I
12	G	L
13	D	I
14	E	L
15	A	L
16	F	I
17	D	I
18	F	I
19	A	L
20	G	L

ITEM	KEY	STRAND
21	C	L
22	E	L
23	D	I
24	E	L
25	C	L
26	F	L
27	A	L
28	E	I
29	C	I
30	E	I
31	A	I
32	F	I
33	D	I
34	G	L
35	B	L
36	H	L
37	D	L
38	G	L
39	B	I
40	H	L

READING STRANDS

L = **LITERAL COMPREHENSION**—Literal items require a student to choose or compose an answer that is explicitly stated in the text but is expressed in words different from that of the item.

I = **INFERENTIAL COMPREHENSION**—Inference items require the student to draw understanding from a text that is not explicitly stated in the text.